2011 is a milestone year as ALTA celebrates its 25th anniversary. This is a time for us to stop and say “Thank You” to those early members who had the forethought and vision to create an organization to foster common goals of their work. ALTA is organized exclusively for the purpose of establishing, maintaining, and promoting standards of education, practice and professional conduct for Academic Language Therapists and Practitioners who are trained to remediate individuals with dyslexia and/or related disorders. In 25 short years ALTA has become a nationally recognized organization with the highest of standards. To that end there is much work involved to maintain ALTA’s leadership in the field.

This past September marked an important achievement of ALTA. The state of Texas began accepting applications to be either a Licensed Dyslexia Therapist (LDT) or Licensed Dyslexia Practitioner (LDP). To the general public, holding a license says the individual has met training standards and adheres to a code of ethics and conduct. Through the years ALTA members have always received extensive training and followed a code of ethics and conduct in order to work with students and clients. Licensure assures the general public of this. If you have not yet applied for a license, you still can. Just go to the Texas Department of State Health Services website http://www.dshs.state.tx.us/dyslexia/default.shtm and download an application.

Because 2011 is a legislative year in Texas, the Legislative Advisory Committee, chaired by ALTA Board of Director Linda Gladden, continues to work with ALTA’s lobbyist, Courtney Hoffman, to promote the work of ALTA members by meeting with legislators and tracking other bills involving dyslexia or issues related to dyslexia. In February, her committee, along with training centers in Texas and ALTA, hosted a reception for training centers staff and board members to meet with legislators. Linda and Courtney worked to have ALTA recognized by both the Texas House of Representatives and the Senate for our 25th anniversary year.

Another committee that works to promote literacy is the Outreach Committee, chaired by Joan Hogge. She and Lucy Smith continue to work with the women in
prison by providing opportunities for the women to improve their reading skills as well as for the women to spend time with their children in literacy related activities.

Due to the changes in the CEU requirements, Treasa Owens, VP of Membership, and Lexie Barefoot, CEU chair, and their committees are busy updating forms and getting information out to members about the changes.

At the January board meeting, the application and benefits of the Friends of ALTA membership category were approved. The Friends of ALTA membership category will provide a bridge to non-certified supporters of ALTA’s work. This non-voting member category will help to build the ALTA community among parents, administrators, legislators and community leaders.

Over the past year, the ALTA Website has undergone a major revision, thanks to the dedicated guidance of Anita Bruck. She, along with Rebecca Messmann, has done an outstanding job of working with the website developer to make the updating of the website run very smoothly. In case you did not know, the Membership Directory is now available online under the members tab. Once you click on Members, then on the right side click on Member’s area. After you provide your ID and password you can access the directory. You can search for members in several ways.

Janna Curry Dobbs, along with the help of Casey Conway from the ALTA National office, are busy keeping up with the schedule and shipping of the ALTA Exhibit booth to the various conferences across the nation.

ALTA National Conference planning is well underway. Rae Crom eens and her committee have finalized most of the planning for the 2011 conference and have already started planning for the 2012 conference. In order to help members meet the new CEU requirement of obtaining 10 CEU contact hours per year, Rae graciously expanded the conference format to two days. On the agenda to speak are: Dr. Michael McLane presenting Executive Functioning, Marilyn Zecher presenting Multisensory Math, Dr. Marc Brackett presenting Emotional Literacy, a panel of officers from IMSLEC--the International Multisensory Structured Language Council--will discuss their role in teacher and therapist training and Dede Toney will tell her story of struggling with dyslexia and learning to read.

This year’s national conference will again hold a Legislative Fundraising Luncheon. Joyce Pickering and her committee are directing this event and have arranged to have Sylvia Richardson as this year’s speaker. The Legislative Fundraising Luncheon will help to raise funds for ongoing legislative action.

Jean Colner and her committee for the ALTA Chapters are happy to announce the formation of ALTA New York. While ALTA New York is our most recently formed chapter, it is probably our oldest chapter. They have been meeting since 1998 and have approximately 55 members.

The next time you see Laura MacDonald, be sure to say thank you to her and her Newsletter Committee. Laura has done an outstanding job of contacting people and obtaining the many articles needed to keep our membership informed of the work and activities of ALTA.

The information above highlights just a few of the many committees that work to keep ALTA a viable, professional organization. ALTA is blessed with many talented, skilled members who not only work with students and clients to improve reading and writing skills, but are dedicated to promoting and improving our profession. Our officers, directors and committee chairs tirelessly volunteer their time to make ALTA a nationally recognized professional organization. Many hands are needed to keep ALTA moving forward and upward. If you feel you have some time to donate, please contact any of the officers, directors or committee chairs. They will be happy to have another set of hands to share ALTA’s work.
What’s Wrong with My Child?

by Michael S. McLane, Psy.D.
Pediatric Neuropsychology and Clinical Psychology
DfwPedNeuropsych.com
Ph: (972) 620-1225

As a psychologist, I specialize in evaluating children and adolescents who have unique educational needs. Is my child Dyslexic? Does my child have ADHD? Why can’t my child get along with others? How can my child stay self-disciplined, organized, and motivated? Why is homework such a battle? These are common questions of parents who bring their children and teenagers to my private practice. Whether the issues involve cognitive abilities, academic skills, or psychological factors (or some combination thereof), parents want to get to the bottom of their child’s struggles. Having a diagnosis can be very useful, but the ultimate goal of assessment is to create a custom-tailored treatment and educational plan for the child.

In most cases, we can answer the above questions using tried-and-true assessment tools to determine if the student has a specific learning disability. However, at other times, there is not much variability within a student’s learning profile or worse yet, the student is advanced in several areas! How do we explain academic struggles in a student who, all things being equal, should be performing quite well in school? Evaluating the child for an attention disorder and/or executive function deficits, among other things, would be important.

Research on the diagnosis and treatment of ADHD, particularly within the last 20 years, has been extremely beneficial to many students as well as their parents and teachers. Problems with sustained vigilance, impulse control, and other executive functions can lead to disorganization as well as planning and time management deficits that inevitably have a negative impact on the child’s daily functioning at school and home.

Executive functions are a collection of processes that are responsible for guiding, directing, and managing cognition, emotions, and behaviors, particularly during novel problem solving. The term “executive function” represents an umbrella construct that includes several interrelated functions that are responsible for purposeful, goal-directed problem solving. Specific subdomains that make up this collection of regulatory or management functions include (a) initiating behavior, (b) selecting appropriate goals for a particular task, (c) planning and organizing an approach to problem solving, (d) inhibiting (blocking out) distractions, (e) actively holding information “online” in the service of complex, multi-step problem solving, (f) shifting problem-solving strategies flexibly when necessary, and (g) monitoring to check that goals were achieved. The more novel and/or complex the task or situation, the greater is the demand on executive functions. The early development of executive functions includes a set of abilities for intentional problem solving, such as anticipation, goal selection, planning, monitoring, and use of feedback. There are important aspects of the executive functions that relate to the highest level of cognition, such as judgment, self-awareness, and decision making.

Executive functions cannot be discretely dissociated from other constructs, such as attention, information processing speed, or memory. The overlap between certain aspects of executive functions and other cognitive domains can seriously confound evaluation conclusions. The evaluator needs to consider the particular behavioral demands for success before concluding there is an executive function deficit. The testing battery needs to include measures of all possible cognitive confounds for the child being assessed before concluding that he/she has executive function deficits. While there are many measures of executive functions available, students who exhibit normal performance on executive function measures in the one-on-one testing situation may still have significant dysfunction in their executive behavior in the real world. In other words, the absence of executive function impairment on testing is not proof of intact executive functions in daily life.

There are some cases in which consideration could be given to understanding the child’s unique psychological strengths and weaknesses, as they could be relevant to his/her success in school. Anxiety and mood problems can mimic those associated with a learning disorder, an attention disorder, or an executive function deficit. For instance, consider the follow situations. A 14-year-old boy sits at his desk and stares out the window rather than start or complete schoolwork. An 8-year-old boy fails to complete tests in the allotted time. A 10-year-old girl is disorganized with her belongings and repeatedly fails to complete and turn in homework. While these symptoms could be related to a learning disorder, an attention disorder, and/or execu-
tive deficits, they could also be due to an underlying anxiety and/or mood problem that has not yet been identified.

In the case of anxiety, excessive anticipatory worry can lead to mental blocking that interferes with task initiation and completion. Anxious students could be fearful of failing, being negatively evaluated, being embarrassed, or not meeting expectations set by parents, teachers, or themselves. Their internal radar is stuck on “high” for problem areas and tends to make them preoccupied with negative self-thoughts that reduce their ability to use their cognitive abilities to apply their academic knowledge and skills. Eventually they tend to develop distorted notions about their abilities and performance. The possibility of performing poorly may cause the student to avoid tasks altogether or, alternatively, rush through tasks quickly. Feedback intended as constructive criticism is often blown out of proportion by these students and can reinforce negative self-talk and increase self-doubt.

In the case of mood problems, depressed mood can manifest as lack of interest in pleasurable activities, sadness, irritability, tiredness, over-blown reactions to minor stressors, sleep or eating difficulties, attention problems, low self-esteem, or lack of self-confidence. Thoughts of self-harm, delusions, or hallucinations may indicate a more severe form of depression. Just because a child exhibits some of these characteristics does not mean that he or she has a depressive disorder. When some of these symptoms are present, though, particularly if they are severe or persist most of the time for a few weeks, then it is important to have the child evaluated by a psychologist or other mental health professional who specializes in working with children and families. Early identification and treatment may relieve symptoms faster, help avoid future episodes, and prevent potentially dangerous outcomes, such as school failure or self-harm.

As with the executive functions, if you suspect that emotional factors are contributing to a student’s difficulties, contact the child’s school counselor or a child psychologist for assistance. By working together with mental health professionals and teachers, you can help your child have a better school experience.
Summer, a time to forget the stresses and deadlines of the past school year. A time for parents and children to relax by the pool, hike in the cool morning air at a park, or explore national treasures in museums and historic sites. Yes, summer is all of that. It is also a time for forgetting and losing touch with what has been learned. Skills practiced and honed to perfection in homework rituals also often seep from memory. This is especially true of students who have learning differences.

Parents, however, can gently offer activities which will help their children maintain some of those marvelous gains of the previous year. New projects which put to use the skills children have gained can not only reinforce those skills but provide valuable lessons in the applications of what has been learned. What child will refuse to eat that which he has baked with his own hands? And, if he has had to use his fraction skills to double a recipe so much the better. If he has handled the measuring cups and spoons, read the directions step by step and made sure that everything has been done in the correct order, he has practiced decoding, reading comprehension and math skills all in one swoop. Then, he gets to eat the fruits of his labor.

For the adolescent, life skills might involve learning to cook as well. His projects might include a full family meal, complete with planning, shopping, measuring and timing the entire affair to be presented at the appropriate time for the entire family. He gains valuable lessons in pricing and budgeting, food preparation and safety, and has the satisfaction of his family or friends saying, "Yum" as a reward.

Young children benefit greatly from being exposed to board games. Playing with dice and totaling scores is a terrific way to build numeracy. When adults look at two dice, they may know the sum without counting. Children need practice in developing these skills. Playing board games with play money is also a way to practice early math concepts. Trips to the grocery store comparing prices, totaling movie tickets, doing simple chores for an "hourly wage" are all good ways to help children live with numbers and quantity concepts.

One summer in my youth, my father guided me as we installed a dual exhaust on a GTO. He taught me how to change a tire and do minor maintenance on automobiles, so that as a woman I would not fear being stranded by something I could fix. Indeed, though my parents never went to college, they both taught me some of the most valuable lessons I have ever learned. They taught me how to do what they could do, to cook and bake, to make my own clothes, to work on cars, to work with my hands in a woodshop. I was the navigator on family vacations perfecting my map reading and math skills on the road. I could work out an estimation of how long it would take us to reach destinations by calculating the distance and speed. When we visited museums or historic sites, they shared their knowledge of historic events and we bonded over their interests and passions. Each lesson my parents shared involved reading and math, and I will forever be in their debt for the valuable time they gave, the gifts they shared. They empowered me and trusted me with duties which contributed to the family welfare and my own enrichment.

So, I encourage parents to help children maintain skills while they give gifts which last a lifetime. Share with your children the gifts of your accumulated knowledge. Ask them to be the chefs, the map readers, the list makers, the builders; to give you a running commentary on the books they read, to reflect on places you go. Ask them to share with you, to give to you the gifts of their hands and the fruits of their minds. Empower them by allowing them to demonstrate and apply what they know, even as you give them bits of yourself.
Proposed 2011-2013 Slate of Officers and Board of Directors

The slate listed below provides the positions that will be filled this year and the nominees proposed by this year’s Nominating Committee. As provided by our bylaws, (Article IX, Section 3, (b) (i, ii)), additional nominations for officers and directors may be submitted in writing and signed by three active members in good standing at least 15 days prior to the annual meeting. Any submissions should be mailed to the national office and received by March 25, 2011. At the April 9th business meeting, active members in good standing will be allowed to vote on those nominees as proposed by the Nominating Committee and any additional nominees submitted by March 25, 2011. Unless there are extenuating circumstances as determined by the Executive Committee, no nominations will be made from the floor.

The slate as proposed by the 2011 Nominating Committee includes:

Tim Odegard, VP Membership (2011-2013)
Marilyn Mathis, VP Public Relations (2011-2013)
Carin Illig, Board of Directors (2011-2013)
Roxanne Schoen, Board of Directors (2011-2013)
Lynne Fitzhugh, Board of Directors (2011-2013)
Lucy Smith, Board of Directors (2011-2013)
Catherine Ghasemi, Board of Directors (2011-2013)
Elaine Cheeseman, Board of Directors (2011-2013)
Ginny Little, Board of Directors (2011-2012)
(1 yr. Term replacing Marilyn Mathis)

Officers and Board of Directors returning to complete terms include:

Helen Macik, President (2010-2012)
Karen Avrit, President Elect (2010-2012)
Rae Cromeens, VP - Programs (2010-2012)
Terri Zerfas, VP - Long Range Plan (2010-2012)
Kay Byrd, VP—Website (2010-2012)
JoAnn Handy, Secretary (2010-2012)
Katy Farmer, Treasurer (2010-2012)
Margie Gillis, Board of Directors (2010-2012)
Kathleen Carlsen, Board of Directors (2010-2012)
Judith Bish, Board of Directors (2010-2012)
Linda Gladden, Board of Directors (2010-2012)
Nancy Cushen White, Board of Directors (2010-2012)

Officers and Board members who completed their terms in 2011 include:

Treasa Owens, VP – Membership (2009-2011)
Joyce Pickering, VP – Public Relations (2009-2011)
Lucy Smith, Board of Directors (2009-2011)
Catherine Ghasemi, Board of Directors (2009-2011)
Elaine Cheeseman, Board of Directors (2009-2011)
Jennifer Sellers, Board of Directors (2009-2011)
Jean Colner, Board of Directors (2009-2011)
Tim Odegard, Board of Directors (2009-2011)

The 2011 Nominating Committee members are:
Jean Colner, Chair
Marilyn Mathis
Karen Avrit
Tim Odegard

Experienced Candidates Proposed for ALTA Board of Directors

The ALTA Nominating Committee has assembled an outstanding and diversified slate of candidates to be considered for election to the ALTA Board of Directors and Officers. This slate represents Qualified Instructors, Therapists, and Practitioners from the states of New Hampshire, Colorado, Louisiana, New York, Oklahoma, Pennsylvania as well as Texas. A subcommittee of the Nominating Committee is currently completing the Board-requested charge to create Policies and Procedures. The purpose of this task is to streamline the nominating process for future ALTA Nominating Committees.

The ALTA Nominating Committee

Jean Colner - Chair
Karen Avrit
Lynne Fitzhugh
Tim Odegard
Karen Vickery
CANDIDATES PROPOSED FOR ALTA BOARD OF DIRECTORS CONTINUED

Elaine Cheesman
Elaine Cheesman, Ph.D., is an Assistant Professor of Special Education at the University of Colorado at Colorado Springs. She earned her B.S. at Western Oregon University, her M.A. at the State University of New York, and her Ph.D. at the University of Connecticut, where she had the honor of studying with Donald P. Shankweiler. She earned credentials as a Certified Academic Language Therapist and Qualified Instructor at Teachers College, Columbia University under the direction of Mary Rowe and Judith R. Birsh.

Her primary research, teaching, and service interest is teacher-preparation in scientifically-based reading instruction. University courses focus on the content and principles of instruction of Multisensory Structured Language Education. Before joining the ranks of academia, she developed and directed an innovative reading clinic for adults with reading disability in Hartford, Connecticut. Her students were the subjects in the landmark fMRI studies spearheaded by Sally and Bennett Shaywitz, which established a neurological marker for dyslexia. She has conducted professional development courses for teachers in Colorado, Connecticut, Massachusetts, Minnesota, and Ohio. In past reincarnations, she was Director of Education at the Mark Twain House Museum in Hartford, Connecticut, and a classroom teacher.

Since 2006, she has consulted with the Colorado Department of Education in the Literacy Grants and Initiatives division. One of her primary responsibilities is to review the literacy content in university educator preparation programs to ensure that pre-service teacher preparation programs are grounded in scientifically-based reading research.

Lynne Fitzhugh
Lynne Fitzhugh is the Executive Director of The Dyslexia Center at Penrose-St. Francis Hospital in Colorado Springs, a non-profit organization providing direct services to children with dyslexia, professional development in reading instruction, and community outreach. Lynne received her Ph.D. in Psychology from Southern Methodist University with a concentration in learning disabilities and is a Certified Academic Language Therapist and Qualified Instructor. Lynne is an expert in dyslexia and related learning disabilities and has been a featured speaker at both local and national conferences. Her publications include various articles on dyslexia, writing disabilities, teacher preparation and education issues.

Lynne is an Associate Professor and Founding Director of the Reading Institute at Colorado College. She serves on various boards, including the National Board of the International Dyslexia Association, Recording for the Blind and Dyslexic – Mountain and Plains Unit, and Southern Methodist University Annette Caldwell Simmons School of Education and Human Development Leadership Advisory Board.

Catherine Owens Ghassemi
Catherine Owens Ghassemi is an instructor of Academic Language Therapy. For the past ten years, she has taught graduate students on campus at Columbia University Teachers College as well as off site locations including several school districts. Catherine has also spent the past 21 years teaching Academic Language Therapy in private practice. She completed her requirements to become a Qualified Instructor of Academic Language Therapy in 2003 from Columbia University Teachers College. Additionally, she received her New York Teaching License and completed her Master’s Degree in 1974 from Queens College. Catherine has served on the ALTA Board of Directors for the past two years and is also a founding member and co-chairman of the New York ALTA Chapter.

Carin Illig
Carin Illig received her multisensory training at 32° Masonic Learning Center for Children in Nashua, New Hampshire where she served as a tutor and trainer. She has also used her training in private practice and as a Special Educator/Reading Specialist at Milford High School and at Londonderry High School in New Hampshire. Carin obtained her Graduate Certificate in Special Education and her M.Ed. in Elementary Education from Rivier College. As an undergraduate, she studied psychology and earned her B.A. from Pennsylvania State University. Furthermore, Carin has served as an IMSLEC Council Member and Board Member. Her vision for ALTA is to increase its impact and membership by becoming better known throughout the country as an influential organization in the education of individuals with dyslexia.

Ginny Little
Ginny Little has been a professional educator for the past forty-nine years. She has a Bachelor of Science degree in secondary education, an Elementary Education Certificate, a Masters in Behavioral Studies as a Reading Specialist, and LD certification. She taught elementary and middle school students for the first nineteen years and served as head of a private school for twenty years.

From 1988 to 1990 Ginny was trained in Alphabetic Phonics by Aylett Cox and her associates. She became an Alphabetic Phonics Therapist in 1990. Ginny joined ALTA and became a Qualified Instructor. She served on the ALTA Centers Council during the first years and the Board of the Payne Education Center in Oklahoma from 1994 to 2001.
Ginny has been an instructor for the Payne Education Center since 1994, and has served as the Alphabetic Phonics Coordinator for the center since 2007.

**Marilyn Mathis**

Marilyn Mathis has been a member of ALTA for 22 years. She received her initial training at Southwest Multisensory Training Center with Dr. Beverly Dooley. Marilyn has used this training at The Lewis School of Princeton, New Jersey, a private school for students with dyslexia; Private Practice; as Co-Owner for Mathis & Bostock Center for Dyslexia; and as Director and Outside Trainer at the 32° Masonic Learning Center for Children. She received her BA in Speech Pathology and her M.Ed. in Special Education from the University of Arkansas. Marilyn has held previous Board positions including: Public Relations Committee-Chairman; Minutes Review Committee; Alliance Exam Review Committee for ALTA Exam; Nominating Committee; and the Committee for Nominating Committee Policies and Procedures. Furthermore, she has served as an IDA Board Member & Social Chairman for the Philadelphia Branch and served on IMSLEC’s SOSET and Accreditation committees. Marilyn’s vision for ALTA is to work collaboratively, both internally and externally, in an effort to build our reputation and image as the highest quality professional organization dedicated to maintaining standards and professionalism in the field of dyslexia. She believes in the importance of licensure and promoting diversity in membership because it broadens ALTA’s perspective and makes our organization strong throughout the United States.

**Timothy Odegard**

Timothy Odegard is an Associate Professor of Psychology at the University of Texas at Arlington and an established cognitive scientist with numerous scientific publications addressing the development of basic cognitive processes. He also conducts translational research investigating the cognitive deficits experienced by groups such as children diagnosed with developmental dyslexia, children diagnosed with autism, and typically aging older adults. He completed academic language practitioner training at Texas Scottish Rite Hospital for Children and has provided therapy to children diagnosed with dyslexia in order to gain first hand knowledge of the real constraints that therapists face in the classroom to aid him in translating Psychological Science into classroom settings. Currently, he serves as the Vice-Chair of the Texas advisory committee on Dyslexia licensure. He also serves as a member of the editorial board of Annals of Dyslexia.

**Roxanne Schoen**

Roxanne Schoen is currently in her 31st year of teaching. She is the principal and dyslexia therapist for The Brighton School in Baton Rouge, Louisiana. This is a wonderful school for dyslexic students. Roxanne’s degrees are from LSU: B.S. in Social Science and minor in Library Science, M. Ed. in Educational media and minor in Administration. She is also a certified reading specialist. Roxanne has been a Social Studies teacher, Librarian, Assistant Principal, and Principal. During her tenure at Pleasant Grove in Texarkana, Texas as Principal, her school received the Governor’s Successful Schools Award, Effective Schools Award, Region VIII and Region VIII Educational Service Center Pilot Program for Site Based Decision Making. Roxanne is married to Eddie Schoen (a dyslexia therapist), she has two daughters, Mary Presley and Patricia and three grandchildren (Marion, Audrey, and Hayes).

**Lucy Smith**

Lucy Richardson Smith holds a Masters of Education with a Concentration in Learning Therapy, is a Licensed Dyslexia Therapist in the State of Texas, Certified Academic Language Therapist, Qualified Instructor, Southern Methodist Learning Therapy Department Advisor, Dyslexia Teacher Trainer. She is the founder of Texas HOPE Literacy, Inc., a literacy program inside the prison system that trains offenders to tutor their functionally illiterate peers. The mission of Texas HOPE Literacy is to transform offenders through peer literacy education within a Christian framework in order for them to successfully re-enter society as productive and contributing members of their community.

For 13 years, Texas HOPE Literacy has served as the leading volunteer literacy program in Texas prisons and has been named by the Texas Department of Criminal Justice as the “premier volunteer initiative that has provided our offenders with outstanding services to assist in their transition back into the community.” Since its inception, HOPE has helped thousands of offenders improve their academic levels and earn their G.E.D. Many of these demonstrated learning disabilities whose reading and math achievement scores increased 3-6 grade levels. They learned to become productive citizens post-release.

As a result of the program’s success, House Bill 28 was passed in 2003. This legislation allowed state jail offenders who are capable of serving as literacy tutors to tutor their functionally illiterate offenders. The ratification of House Bill 28 enabled HOPE to expand into other prisons in Texas. In February 2005, HOPE was included in the “Faith Community and Criminal Justice Collaboration: A Collection of Effective Programs” sponsored by the National Crime Prevention Council in Washington, D.C. and funded by The Pew Charitable Trusts. In 2005, Texas HOPE Literacy received the Criminal Justice Award from the Governor’s office for the Most Innovative Program, the HOPE Community Model at Dawson. In 2006, the Texas Department of Criminal Justice recommended HOPE for the Texas Governor’s Community Capacity Builder Award.
Hope 4 the Children: A day at the Dallas Children's Theater

By Joan E. Hogge, CALT

The Outreach Committee, Lucy Smith, Judy Echois, Dara LaForce Skelton and Joan Hogge, are excited to announce a new collaboration between ALTA, Texas Hope Literacy and The Dallas Children's Theater and we need your help.

As we continue to promote literacy in the community, our focus this year is the children of the incarcerated mothers in HOPE at the Dawson State Jail in downtown Dallas. Author, Steven Kellogg will come to DCT to read his book, *Pied Piper's Magic*, which was adapted by playwright, Linda Daugherty, and will be performed at the theater in July as a feature attraction.

The Outreach Committee, Lucy Smith, Judy Echois, Dara LaForce Skelton and Joan Hogge, are excited to announce a new collaboration between ALTA, Texas Hope Literacy and The Dallas Children's Theater, and we need your help.

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The day would include a presentation of the book by Steven Kellogg to the children, followed by lunch for the children and their caregivers served by ALTA members. After lunch, the children would attend the play, *The Pied Piper's Magic*. A discussion led by DCT artists and teachers would follow the play, during which time, the children would be assisted in drawing and writing their impressions of the play. Afterward, they would be driven by their caregivers to Dawson jail, where they will discuss and share their day with their mothers who will have read and discussed the book with Dawson coordinators.

ALTA members can help make this a wonderful event for these children by helping with funding in several ways:

1) Underwrite the cost of a ticket to the play $14.95 each
2) Underwrite the cost of a book (we'll need 30-40) Books are now $17 on Amazon.
3) Help pay for classes with the artists DCT's cost $2000 (We're hoping the ALTA Foundation can help with this, as well as individual contributions.)
4) Underwrite the cost of a book for parents $17 each (These books would be kept in the Dawson Office and then donated to Voices of Hope where the parents are taped reading the book to their child and the tape is sent to the child.)
5) Help serve lunch to the children and their caregivers at the theater
6) Buy soda and water for the meals

We need your help with donations either individually or in groups. Perhaps ALTA members/teachers in schools could promote the event to their students, who could share in the sponsorship of purchasing a ticket and a book for one child.

Kay Peterson has confirmed that donations made to the ALTA Foundation would be tax deductible.

Those interested in contributing can contact Joan Hogge at joanehoggepaints@tx.rr.com or send your contributions to me at 1011 Springbrook Drive, Plano, TX 75075. An Outreach Donation Form accompanies this article and will be at the Outreach site on the ALTA website. Please make your checks out to The ALTA Foundation and specify on the check that your donation is for Hope 4 the Children.

Our "HOPE" is that Hope 4 the Children might become an annual collaboration for Texas Hope Literacy, ALTA and DCT. What an exciting way to promote literacy: to help children who may have never set foot in a theater, give them the chance to hear an author read his book, draw their impressions and discuss the event with their mothers. Join with ALTA, DCT, and Texas Hope Literacy to provide HOPE 4 the CHILDREN.
ALTA Outreach Underwriting Form:
Hope 4 the Children

I, __________________________________________________, would like to underwrite the following costs for a day at the theater for children of incarcerated women in Hope Literacy at Dawson State Jail:

_____ticket (s) to the play, The Pied Piper's Magic@ $14.95 each(40 needed)

_____copy(s) of the book (for children), The Pied Piper's Magic, @ $17.00 each (40 needed)

_____copy(s) of the book, The Pied Piper's Magic, for Texas Hope Literacy, for the mothers to read ( 3 needed)

$____ soda and water for the meal(monetary or in kind donations)

$____ to help with the cost of the DCT artists for working with the children after the play

_____I would like to help serve lunch to the children and their caregivers the day of the play

Please make checks payable to The ALTA Foundation,*
(specify to ALTA Outreach on your Check)

% of Joan E. Hogge,
1011 Springbrook Dr.
Plano, TX  75075

*Donations through the ALTA Foundation are Tax Deductible
25th Annual ALTA® Conference
April 8-9, 2011. Hilton Lincoln Centre. Dallas, TX

Friday, April 8, 2011

Executive Functioning
Michael McLane
Dr. Michael McLane is a licensed psychologist with expertise in child and adolescent neuropsychology, a professional specialty devoted to understanding how learning and behavior are related to the development of a child’s brain structures and systems. Dr. McLane will be speaking on Executive Functioning. The term executive function describes a set of cognitive abilities that control and regulate other abilities and behaviors. Executive functions are necessary for goal-directed behavior. They include the ability to initiate and stop actions, to monitor and change behavior as needed, and to plan future behavior when faced with novel tasks and situations. Executive functions allow us to anticipate outcomes and adapt to changing situations. The ability to form concepts and think abstractly are often considered components of executive function.

Multisensory Math
Marilyn Zecher
A multisensory approach to teaching math uses concrete manipulatives to teach mathematical concepts. Using the recommendations of current research, suggestions from the National Math Panel and the principles of Orton-Gillingham instructional strategies, Marilyn Zecher, CALT, will provide an interactive hand on overview of how to help and support students who struggle with learning math.

Saturday, April 9, 2011

Emotional Literacy
Marc Brackett
Marc Brackett will discuss the powerful concept of Emotional Literacy. Research has found that social and emotional learning “not only improves children’s social and emotional abilities, but also lowers risks like violence, substance abuse, and unwanted teen pregnancies, while making kids better behaved and more positive about learning. Most impressively, academic achievement scores improve by an average 12 to 15%.” At the “heart” of emotional literacy is the idea that developing a fundamental awareness of human relationships and how they impact every angle of a situation can lead to improved academic outcomes. Learning more about the brain and its connections to emotions is a valuable tool for both educators and parents to help our children choose a brighter range of options as they fine-tune their awareness and response to our increasingly complex and global world.

Student/Teacher/CALT with dyslexia
Dede Toney
It is an honor to join with you in a profession that the world could not do without; and although it does not value what you do as it should, nor pay you accordingly, this profession is priceless. Every day you get the honor of igniting the fire of learning as you creatively teach students in the way that they learn best. Just as a coach coaches his team, you get the opportunity to provide your students with play by play information that will help them be ready to meet the challenges of a changing educational society. Educators, thank you for making a powerful difference in the lives of students every day!

*Legislative Action Fundraising Luncheon- Speakers TBD
Agenda
25th Annual ALTA® National Conference
Friday and Saturday, April 8 & 9, 2011

7:30 – 8:30 Registration
8:30 – 8:45 Award scholarship/I Believe in Myself
8:45 – 10:45 (2hrs. = 120 min.) Michael McLane-Executive Function
10:45 – 10:50 Award
10:50 – 12:15 Lunch
12:15 – 4:00 (3hrs. 50 min.-230mins.) Marilyn Zecher -Multisensory Math Overview

End of Friday, April 8, 2011: Total of 5.75 hrs.

7:30 – 8:30 Registration
8:30 – 9:30 Business meeting
9:30 - 12:45 (3hrs. 15 min. = 195mins.) Dr. Marc Brackett – Emotional Literacy
12:45 – 2:00 Legislative Action Fundraising Luncheon
2:00 – 2:05 Award
2:05 – 3:05 (1 hr. = 60 min.) IMSLEC presentation
3:05 – 3:50 Speaker (45 min.) Dede Toney – Student/Teacher/CALT with dyslexia

End of Saturday, April 9, 2011: Total of 5 hrs.

Two day total of 10.75 hrs.
Celebrating 25 Years
25th Annual ALTA® National Conference
Friday and Saturday, April 8 & 9, 2011
Hilton – Lincoln Centre
Dallas, Texas

Conference Registration Form
(All Fields Required. Please print legibly.)

Name_________________________ ☐ ALTA® member ☐ Parent ☐ Professional ☐ Friend
Address_______________________ City________ State________ Zip code____
Home Phone: __________ Work Phone: ______ (Conference registration will be confirmed by email.)
School District:______________ Campus:________________________

Private therapists, please enter district and campus of student(s) being served. One district and campus is sufficient.

<table>
<thead>
<tr>
<th>Early registration</th>
<th>Late registration</th>
<th>(Limited seating for some conference events. Register early.)</th>
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</thead>
<tbody>
<tr>
<td>By March 7th</td>
<td>After March 7th</td>
<td>$145.00</td>
</tr>
<tr>
<td>ALTA® members/one day... $125.00</td>
<td>Please check here for April 8</td>
<td>Please check here for April 9</td>
</tr>
<tr>
<td>Whole Conference (two days) $200.00</td>
<td>Please check here for April 9</td>
<td>Please check here for April 9</td>
</tr>
<tr>
<td>Student/one day: .... $110.00</td>
<td>$125.00</td>
<td>$125.00</td>
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<tr>
<td>Whole Conference (two days) $185.00</td>
<td>$200.00</td>
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Students must list training center or college/university. If attending training center, student must get instructor signature. If attending a college or university, student must send in student photo ID along with registration.

Training Center/University: __________ Signature: __________

Non-Members/one day ........ $145.00 | $155.00 | $155.00 |
| Please check here for April 8 | Please check here for April 9 | $145.00 |
| Whole Conference (two days) $220.00 | $250.00 | $250.00 |

Fundraising Luncheon .... $50.00 | $60.00 | $60.00 |
(Boxed lunches will be provided for those not attending the fundraising luncheon)
| Please list my name as a Friend of ALTA in the program brochure .... $10 | $10 |

Total Payment Enclosed: __________$

Please note: Purchase orders will not be accepted.
☐ Check enclosed ☐ Please charge to my credit card: ☐ MC ☐ Visa ☐ Am. Ex.
Signature of cardholder: _____________________________
Acct. #:_________________________ Exp. Date __________

Cancellation / Refund Deadline: Friday, March 4, 2011. (After this date no refunds will be issued.)
Payment must accompany registration. You may register online, by mail or by fax.

- Online registration at www.altaread.org (MC/Visa only accepted online for conference registration).
- Make check payable to Academic Language Therapy Association or include credit card information.
- Mail registration to ALTA® National Office, 14070 Proton Road, Suite 100, LB 9, Dallas, TX 75244.
- Fax registration to (972) 490-4219.

Questions about registration? Call (972) 233-9107, ext. 208

Hotel Accommodation Information – Hilton Hotel Lincoln Centre
To receive ALTA’s special room rates at our host hotel, please reserve your room by phone or online by March 18, 2011. By phone, call 1-800-245-3304 and indicate you are attending the ALTA® conference. To make reservations online, follow these simple steps:

2. Enter your arrival and departure dates. Enter your guest room preferences (Example: non-smoking).
3. Continue down the page to “Special Account”. Find Group/Convention Code and type in ALT.
4. If you have questions about your hotel booking, contact the Hilton at 1-800-245-3304.
Updated CEU Information

ALTA membership renewal is fast approaching. Each member will soon be receiving membership renewal letters which will include information about current Continuing Education Credit requirements. You may recall that effective with this 2011-12 membership renewal, all ALTA members will begin documenting 10 contact hours of CEU credit each year. In an effort to clarify the specific requirement for each category of membership, please read the following explanations carefully. Should you have any further questions about this requirement, please contact Lexie Barefoot, ALTA CEU Chair at lexiebarefoot@gmail.com.

• CALTs and CALPs who became active members before March 2010 are responsible for accruing 10 clock hours of continuing education credit between 3/1/2010 and 2/28/2011. In order to renew your membership, you must affirm that you have complied with this requirement by completing and signing the “Continuing Education Units – Member Verification Form” enclosed with your membership renewal letter. It is not necessary to send certificates or other documents verifying the events you attended. However, ALTA members are responsible for retaining proof of CEUs in the event of future audit.

• CALTs and CALPs who became active March 2010 or later should begin accumulating CEUs each year. You will begin affirming your CEUs with your next renewal period (2012-13).

• QIs and ICALPs must provide documentation of 10 clock hours of CEU credit each year when renewing membership. Documentation must include the form entitled, “CEUs- Member Verification Form” (included in your Membership Renewal mailing) and copies of your certificates of attendance from ALTA approved events. Unused hours from March 1, 2008-February 28, 2010 may be used, but documentation must be resubmitted.

All Membership Renewal Forms are available on the ALTA Website.

The “Continuing Education Units – Member Verification Form” mentioned above is also available on the ALTA website www.altaread.org listed in the Members’ tab —see side bar Continuing Education CEU tab; then find the document listed with the Continuing Education Unit Forms at the bottom of this web page.

Members will submit this verification form along with their membership renewal form and dues.

No certificates of attendance will be required to submit at this time (except for Instructor Level members as stated above).

Each year 5% of our membership will be audited. Should you be selected for audit, then another copy of this CEU-Member Verification Form along with certificates of attendance will be submitted to the auditing committee.

For more information regarding ALTA CEUs, please visit the ALTA Website: Members’ Tab: Continuing Education CEUs side bar.
ALTA Pre-Approved CEU Events

1. Dallas Dyslexia Information Group (DDIG) – affiliate of DBIDA
   Speakers approved January through June 2011
   Each session is approved to offer 2 ALTA CEU contact hours

   Mar 14, 2011  TBA
   Apr 11, 2011  Lissa Dallas, MED, Teaches Spanish, Grades 9-12, Fairhill School and Diagnostic Assessment Center, Dallas, Texas
   Tricks of the Foreign Trade: A Multisensory Approach for Successfully Teaching Foreign Languages to Students with Learning Differences
   May 9, 2011  Amanda Thornton, M.A.T., CALT, Director of the Shelton Adolescent Reading Approach (SARA), Shelton School, And Evaluation Center, Dallas, Texas,
   LD Therapeutic Strategies for Adolescents
   Jun 13, 2011  Maren Angelotti, MAT, CALT, AD/HD Coach, The Clements Clinic, Plano, Texas,
   Understanding the Parents of Learning Different and ADHD Children

   Contact: Bob Brooks at boblb97@sbcglobal.net or 214-351-1985
   CEU Contact Hours: 2 each session

2. Region 13 ESC
   Woodcock Administration: Assessment of Reading Abilities
   March 7, 2011 (9:00-12:00)
   Region 13 ESC; 5701 Springdale Rd; Austin, TX 78723
   Contact: Judy Butler at 512-919-5168
   CEU Contact Hours: 3

3. Region 20 ESC
   Dyslexia and English Language Learners
   March 10, 2011 (8:30-4:00)
   Region 20 ESC; 1314 Hines Avenue; San Antonio, TX 78208-1899
   Contact: Cara Wyly at 210-370-5200
   CEU Contact Hours: 6.5

4. Houston Branch IDA
   Reading, Literacy, and Learning
   March 5, 2011 (8:00-4:15)
   Doubletree Hotel, Houston, TX
   Contact: Karene Groesbeck
   at hbidaevents@aol.com or 832-282-7154
   CEU Contact Hours: 5.5

5. Dyslexia Resources Center
   Dyslexia Handbook Update
   March 9, 2011 (9:00-3:00)
   Region 17 ESC; 1111 West Loop 289;
   Lubbock, TX 79416
   Contact: Michelle Hilton at 806-792-4000
   CEU Contact Hours: 5

6. Region 17 ESC
   Dyslexia Handbook Update
   March 9, 2011 (9:00-3:00)
   Region 17 ESC; 1111 West Loop 289;
   Lubbock, TX 79416
   Contact: Michelle Hilton at 806-792-4000
   CEU Contact Hours: 5

7. Neuhaus Education Center
   Continuing Education on Demand – Spelling Webinar
   Continuous access through August 31, 2011
   Contact: Denise Lewis at dlew is@ neuhaus.org
   Or call 713-664-7676
   CEU Contact Hours: 2

   Continuing Education on Demand – Book Clubs Webinar
   Continuous access through August 31, 2011
   Contact: Denise Lewis at dlew is@ neuhaus.org
   Or call 713-664-7676
   CEU Contact Hours: 3

   Continuing Education on Demand – Text Sets Webinar
   Continuous access through August 31, 2011
   Contact: Denise Lewis at dlew is@ neuhaus.org
   Or call 713-664-7676
   CEU Contact Hours: 5

8. Region 20 ESC
   Dyslexia, Section 504, and RtI Updates
   March 8, 2011 (8:30-11:30 am)
   Region 20 ESC; 1314 Hines Avenue; San Antonio, TX 78208-1899
   Contact: Cara Wyly at 210-370-5200
   CEU Contact Hours: 3
9. 25th Annual ALTA National Conference
Friday and Saturday, April 8 & 9, 2011
Hilton-Lincoln Centre
Dallas, TX
See brochure online at www.altaread.org or call 972-233-9107 ext 208
CEU contact hours: 10.75 for entire event (Friday – 5.75; Saturday – 5.0)

10. Neuhaus Education Center
Education and “Charismatic” Adults: To Touch a Student’s Heart and Mind
March 3, 2011 (8:30 – 12:30)
Neuhaus Education Center
Contact: Denise Lewis at dlewis@neuhaus.org
Or call 713-664-7676
CEU Contact Hours: 3.5

Working with English Language Learners: The Transition into English
March 30, 2011 (8:30 – 3:30)
Neuhaus Education Center
Contact: Denise Lewis at dlewis@neuhaus.org
Or call 713-664-7676
CEU Contact Hours: 6

11. STRIPES (Systematic Training In Relaxation: Inner Peach for Every Student)
Multiple Sessions Approved:
March 27, 2011 (1:00-4:00pm)
April 15, 2011 (6:00-9:00pm)
September 25, 2011 (1:00-4:00pm)
November 27, 2011 (1:00-4:00pm)
February 26, 2012 (1:00-4:00pm)
For location and specific details go to: www.stripesyoga.com
Contact: Alice Redding at alex@stripesyoga.com or 972-437-3803
CEU Contact Hours: 3 each event

Why do I need a membership card?

ALTA membership cards and Licensed Dyslexia Therapist/Practitioner cards are another form of identification. These cards identify members as a special group of professionals. These members are recognized as highly qualified specialists who have met uniform standards of professional post-baccalaureate education. With these credentials the public and other professionals are assured of the competence, integrity, and professionalism of each card carrying member.

So, carry your membership cards with pride and keep them in a convenient and accessible location.
The Shelton Multisensory Structured Language Education

Training Courses
Shelton Outreach is dedicated to providing the highest quality training for teachers in all settings, private therapists, and teachers in both private and public school settings. The Shelton Multisensory Structured Language Education Training Courses offer training and certification in Sequential English Education (SEE) Shelton Academic Reading Approach (SALA) and Shelton Adolescent Reading Approach (SARA).

Certification is available at two levels.

• Teaching Level consists of 80 hours of coursework plus a 60-hour practicum with five demonstration lessons. A bachelor’s degree is required to pursue teaching level.

• Therapy Level certification takes the teacher to a more advanced level. It requires 245 hours of coursework and a 700-hour practicum with ten demonstration lessons. A master’s degree is recommended for Therapy Level Certification by the completion of the course and practicum.

Upon completion of all requirements at the teaching or therapy level, participants will be prepared to sit for the Alliance National Certification Examination and gain national certification through the Academic Language Therapy Association (ALTA). Texas residents will be eligible for licensure at each level.

Most of the courses offered qualify for graduate level credit through Dallas Baptist University. An additional tuition fee to DBU is required.

Approaches Used in Shelton MSL Training
Shelton is unique in that three approaches are offered. The Shelton MSL Training Courses in SEE, SALA and SARA are accredited by the International Multisensory Structured Language Education Council (IMSLC) at the Teaching, Instructor of Teaching, Therapy, and Instructor of Therapy Levels.

These courses are designed to give professionals the skills necessary to serve students in an intensive intervention for dyslexia and related disorders.
Sequential English Education (SEE) is a specific language series (reading, writing and spelling) program for students with the specific language disabilities, dyslexia and related disorders. The SEE approach is alphabetic, phonetic, structural, and linguistic.

Shelton Academic Language Approach (SALA) addresses the specific language skills of reading, spelling, writing and trains participants in the use of a multisensory structured language program for students with the specific language disabilities, such as dyslexia and related disorders. SALA is based on the Alphabetic Phonics approach.

Shelton Adolescent Reading Approach (SARA) course is a program for teaching reading, writing, and spelling to students with dyslexia and related disorders. SARA was developed at Shelton school specifically for adolescent students.

In the spirit of true Outreach, Shelton Outreach offers training on the Shelton campus in Dallas, Texas, and at other locations. Currently Shelton offers training for teachers in a private school in New Mexico and through the Alabama State Department of Education. Alabama is a foreword thinking state, determined to provide quality training to best serve children with dyslexia and related disorders.

Shelton Outreach also offers one day seminars designed to help the teacher in the “regular” classroom address the needs of all students, but especially those who struggle with reading, writing and spelling. Those seminars are offered on the Shelton campus, via webinar and at other locations by request.
My name is Ellie Halpin and I live in Coppell, Texas. In 1986, I received a Bachelor of Science degree in Administrative Management from Clemson University. I have always worked with children in some capacity over the years, even though I don’t have a specialized degree in education.

When I first began my training at The Shelton School, I was working as an office manager for a Speech & Language clinic in Grapevine, Texas. Every week children would come in the door with not only speech language issues, but phonological deficits as well. Reading and the comprehension of the words were difficult for many. My director, Gail Lindley, suggested that I go through SEE training at the Shelton School to become a reading therapist. I knew that we could provide a more comprehensive level of therapy if we could treat the phonological gaps on top of the speech language issues. Since the Speech Language therapists in our office all had their Masters degree and their “C”s, I knew that I also needed the highest level of certification. So, in June 2008 I began my journey towards becoming a Certified Academic Language Therapist.

After my initial week of SEE training, feeling overwhelmed and excited, I began tutoring four students individually in reading, writing and spelling. At first it was intimidating because I wasn’t sure if I was doing it correctly. I knew in my heart that I loved children, felt a connection to them and wanted to help them succeed. I followed the steps that I had received in training and knew that success would follow. “Trust the process”, I kept telling myself. Fast forward 30 months later and I have completed 260 hours of classroom training, tutored students for over 900 hours and helped start and coordinate a Saturday Reading program, Pathway Scholars, modeled after Shelton’s Scholars Program. And today I am fortunate enough to be a part of the Shelton family as its Scholars Coordinator.

In the future, I hope to have the opportunity to train others in the reading remediation method that I have learned. I’ve seen the difference that it makes in a child’s life when connections are made and reading, writing, spelling and comprehension are improved. The joy on their faces is immeasurable. I want others to experience this connection through teaching and guiding them in the SEE method.

For me, the most difficult part of training has been patiently going through all of the steps to gain the prize at the end. Writing papers, attending all the classroom training and asking an abundance of questions are all a necessary part of the program at Shelton. I
learned that hard work, endurance and having an open, teachable attitude will give me far more knowledge than I expect.

One of the areas of difficulty that some trainees encounter is having the opportunity to immediately practice the new skill/technique introduced in training. I would recommend talking to other CALTs or your training center to develop a personal plan of implementation, even before beginning the training. Devoting all the time and effort without the ability to practice will lead to frustration. A “Use It or Lose It” strategy.

ALTA can assist new trainees by continuing to offer exceptional conferences and support training centers in their effort to educate. I want to be a member of ALTA because I desire to be among the best of the best so that I will grow and learn from others. In April I will sit for my National Certification exam to become a CALT – a journey worth taking.

The SEE training and working with the Shelton staff made me realize that our path in life happens for a reason. Growing up mildly dyslexic, I was never confident in my own ability and always felt less than average. Reading and comprehension were a challenge for me all the way through college. Shelton SEE training has given me the knowledge to make a difference in someone’s life. After my first week of training, I was talking to my mother about this new adventure in my life and she could sense my excitement. She proceeded to tell me that when I was a child in the early 70s I had attended a remediation program in Charlotte, NC because I was not able to read in the 3rd grade. (I had forgotten about those Saturdays until she mentioned it.) She told me the program was developed by a man named Dr. Charles Shedd and I needed to research his approach because it worked for me and my siblings. To her disbelief and mine, the training that I was receiving at Shelton today was based upon the program Dr. Shedd developed long ago. I had come full circle. I moved from being a timid, dyslexic student in 1971 to a confident therapist of SEE in 2011.
Trainee Spotlight: Donna Garland Strott

1. Hometown: I was born and raised in Elberton, Georgia and currently reside in Jacksonville, Alabama.

2. Previous education: I received a Bachelor of Science in Collaborative Education and a Master of Science in Collaborative Education from Jacksonville State University in Jacksonville, Alabama.

3. Where are you receiving your training? I am receiving training in Oxford, Alabama from Shelton.

4. Why did you choose CALT training? I have been a special education teacher for six years. When my school system asked me to participate in CALT, it provided me with an opportunity to be trained in one of the most intensive methodology approaches for reading available today. This approach is geared toward teaching reading to students with learning difficulties in literacy.

5. How do you plan on using your training? I plan to use my training to provide an opportunity for lifelong learning experiences for students with learning difficulties in literacy. I desire to take a more active role within my school system to assist the RtI (Response to Intervention) team with the knowledge that I’ve learned from this program in order to find reading interferences within the classrooms. I will also have the opportunity to provide adequate and coherent suggestions to other colleagues, and my school system would like to sustain the program after initial training. My coordinator, Khristie Goodwin, would like for me to become a MSLE trainer for new teachers and consult with staff to enhance teaching of reading.

6. What has been the hardest part of your training? The hardest part of my training was the vast amount of information that was given during the first summer of training. Breaking the personal barrier and allowing myself to be succumbed to this new form of instruction was also a difficult task for me to overcome. There is a one hour time slot for this instruction to be taught, and it takes a massive effort to fit all of the material within the hour.
7. What have been the most valuable parts of your training? The most valuable part of my training is being provided with seminars, videos, and trainers’ guides. The feedback that is provided from my advisor at Shelton is very beneficial in the teaching process. Having an opportunity to teach a researched based multisensory approach to my students has been extremely valuable.

8. What areas do you feel are a struggle for trainees? My struggles as a new trainee would be coming out of my traditional teaching comfort zone, juggling expectations of my profession, and maintaining a normal home environment while keeping in mind that one student’s life could be changed forever; that in itself is worth every struggle.

9. How can ALTA assist new trainees? ALTA can be of assistance to new trainees by providing resources and updated webinars.

10. Why do you want to join ALTA? I want to join ALTA to be a part of a professional organization that will keep me informed and up to date with the latest and best academic information on related learning disorders.

11. How has your training changed other areas of your life? My training has changed my own personal struggles with reading and language; it has given me a better insight of students’ academic needs and confidence in knowing that what I teach will benefit students with learning difficulties for the rest of their lives.
Congratulations to the Spring 2010 SMU Learning Therapy Program graduates!

Left to right: Tanya Smith; Leah Rios; Terri Matherne; Kim Cole; Sharron Andrews; Janna Dobbs; Nancy Redington; Mimi Grant; Haley Keeling; Jo Polk; Buddie Mahone; Juancita Petro; Janell Dempsey; Ginger Gustovich; Terri Zerfas; Bonnie Callahan; Karen Guttag; Marlene Trissell; Allison Puls; Hillary Peters; Karen Vickery; June Brubaker; Carrie Bays; Michelle Reeves; Carol Doughty  Not pictured: Sally Cain & Heather O'Toole

ALTA CONFERENCE GARAGE SALE REMINDER

Are you a new therapist or, like all of us, always on the lookout for some inexpensive teaching materials? Well, this year's ALTA Garage Sale is exactly where you'll want to be. And this year, we'll hold the sale for BOTH days of the spring conference.

Our Garage Sale is an always popular way to pick up additional materials, supplies, books, ideas, even incentive items for your teaching--DIRT CHEAP!! We have already received some amazing items this year, so get ready to shop. We accept cash or checks only and proceeds go to the ALTA Foundation. Shop early and bring a strong bag; you'll need it.

Please, take this opportunity to unload your excess or longer-used teaching supplies and materials and share them with others. If you have any usable items to donate, please contact Linda Byther at linda_byther@yahoo.com. or phone her at 214-538-0431. Contact Linda also if you would be willing to help us set up, dismantle, or work during the Garage Sale. Please include your cell phone number when emailing Linda.
17 Women from Children’s Dyslexia Centers Receive CALP Certification

Marilyn Mathis, CALT, QI, Director of Children’s Dyslexia Center of Allentown, PA (center) congratulates Denise Murphy (left) and Jackie Henchy, (right) on becoming the 1st of her students to become CALP’s.

The word is spreading throughout the Children’s Dyslexia Centers, formerly known as the 32° Masonic Learning Centers for Children, Inc., that joining the highest quality professional organization is a good idea. Seventeen Tutors and/or Directors from the Northeast Learning Centers are showing a strong interest in high standards and professionalism in the field of dyslexia by taking the Alliance Exam and joining ALTA. The name change from 32° Masonic Learning Centers came about in order to simplify the name and clarify to the community the purpose and population they serve. There are currently 53 Centers in the Northeast who have tutored more than 8,000 children and trained over 2,000 tutors, free of charge, through the generosity and benevolence of the Masons.

We congratulate the following women from the Children’s Dyslexia Centers and thank them for adding greater diversity to ALTA’s organization:

- Carin Illig, ICALP—Supervisor of Clinical Training—Lexington, MA
- Aileen Cormier, CALP—Director—Nashua, NH
- Kelley Brooker, CALP—Tutor—Nashua, NH
- Heather Petruccelli, CALP—Director—Akron, OH
- Virginia Miller, CALP—Director—Erie, PA
- Jacqueline Henchy, CALP—Supervisor/Trainer—Allentown, PA
- Denise Murphy, CALP—Tutor—Allentown, PA
- Marsha Landis, CALP—Director—State College, PA
- Cathy Clements, CALP—Director—Bloomsburg, PA
- Janet Levinson, CALP—Tutor—Philadelphia, PA
- Anne Fishman, CALP—Tutor—Philadelphia, PA
- Erica Alimario, CALP—Tutor—Philadelphia, PA
- Gillian Dorfman, CALP—Tutor—Burlington, VT
- Mary Newton, CALP—Tutor—Milwaukee, WI
- Cheryl Ward, CALP—Tutor—Milwaukee, WI
- Ruth Corddry, CALP—Tutor—Milwaukee, WI
- Yvonne Larme, CALP—Tutor—Milwaukee, WI
New York City ALTA Group

The New York City ALTA Group is very proud and happy to announce that they are an official ALTA Chapter. Although just recently official, the NYC ALTA group has been meeting for nearly 12 years. It was in the spring of 1999 that a few therapists recognized the need for Academic Language Therapists practicing in the tri-state area, to gather on a regular basis for support, inspiration and keeping abreast of research and practices affecting our profession. Invitations to attend the first meeting were sent out and the response was overwhelmingly positive. Over sixty members responded from the onset. At the first meeting Wilma Gilbert and Catherine Ghassemi were nominated as co-chairpersons and Dian Smith was nominated as treasurer to collect dues to cover the cost of speakers and, of course, coffee! Thereafter, three or four times each year, members have traveled to Columbia University Teachers College from all boroughs of NYC, New Jersey, Connecticut, Upstate New York, Long Island, and Massachusetts to share ideas, seek support from colleagues, and learn about new methods and techniques from speakers.

Through the years a venue of topics has been presented to the NYC ALTA Group. Presenters have been scheduled to share with the group their expertise and experiences on such important domains as comprehension research and strategies, composition, fluency, assessment, IDEA and Federal Law 504, Samuel Orton’s work (displayed at NY Presbyterian), adhering to the multisensory component of our teaching, supporting and dealing with parents, and to display software that is valuable to Academic Language Therapists such as Lexia, Inspiration and Kidspiration, and WYNN. In our most recent meeting, Delos R. Smith discussed his personal experiences in language learning difficulties as a child and adult, and his remediation teacher...Samuel T. Orton!

The NYC Wilma Gilbert Chapter values the time spent in these meetings with friends and colleagues as an opportunity to grow as professionals.
Wilma Gilbert, Co-Chairman of New York City ALTA Group

Generous, gentle, gracious, intelligent, humble, intellectual, kind and modest are a few of the adjectives that come to mind when trying to describe our Wilma Gilbert. She was the heart and soul of our New York City ALTA group. She initiated the existence of our group and with indefatigable energy planned meetings, found speakers, sent out notices, ran meetings, took minutes and graciously hosted several meetings at her home.

Wilma had a long career as a school psychologist for BOCES in Westchester, NY. She tested and worked with students and helped teachers to understand the psychological nature of their students’ problems. Her final years at BOCES were as an administrator. She retired after thirty years on the job and celebrated her retirement by taking her family on a cruise.

“Retired,” not really, not Wilma. She knew there was much more she could contribute. An avid reader herself, she wanted to help enable others to share her ardor. Her friends and family knew Wilma to be a perennial student. She was in her seventies when she enrolled in Teachers College, Columbia University to learn to teach reading by developing multi-sensory skills. She accomplished her goals and went on to work with children and adults.

Sadly and suddenly Wilma passed away on September 13, 2010 after months of illness. Wilma’s beloved nephews John and David Gordon and her sister, Doris Gordon, their mother will miss her. Even during her illness Wilma graciously allowed the ALTA group to meet at her lovely apartment. We, her friends and colleagues, already feel the loss and have decided to name our ALTA chapter the Wilma Gilbert chapter.
2011 EXAM DATES

Contact the ALTA office for an exam application, casey@madcrouch.com, or call 972/233-9107 ext. 208.

2011 EXAM DATES

March 12, 2011
Valley of Chicago Learning Center
441 S. Ninth Ave, Bldg 5
LaGrange, IL 60525
708/439-4815
Arrival- 12:30PM
Exam- 1:00PM

March 26, 2011
JPW Learning Center
403 Washington Dr.
San Angelo, TX 76903
325-655-2331
Arrival- 8:30AM
Exam- 9:00AM

April 9, 2011
LEAD
11020 Audelia Rd, Ste. B114
Dallas, TX 75243
214-536-9046
Arrival- 8:45AM
Exam- 9:00AM

May 14, 2011
32° Masonic Learning Centers for Children, Inc.
Kapke Room- Humphrey Scottish Rite Bldg
790 North Van Buren Street
Milwaukee, WI 53202-3881
414-765-9189
Arrival- 8:30AM
Exam- 9:00AM

June 4, 2011
JPW Learning Center
403 Washington Dr.
San Angelo, TX 76903
325-655-2331
Arrival- 8:30AM
Exam- 9:00AM

June 11, 2011
Southwest Multisensory Training Ctr
600 S. Jupiter Rd
Allen, TX 75002
972-359-6646
Arrival- 8:30AM
Exam- 9:00AM

June 11, 2011
Payne Education Center
10404 Vineyard Blvd, Ste A
Oklahoma City, OK
405-755-4205
Arrival- 8:30AM
Exam- 9:00AM

June 18, 2011
Shelton School
15720 Hillcrest Rd
Dallas, TX 75248
972-774-1772 x2223
Arrival- 8:45AM
Exam- 9:00AM

June 25, 2011
Scottish Rite Learning Center of Austin, Inc.
12871 N. US Highway 183 Ste 105
Austin, TX
512-472-1231
Arrival- 8:30AM
Exam- 9:00AM

July 1, 2011
Scottish Rite Learning Center West Texas
1101 70th St
Lubbock, TX 79412
806/765-9150
Arrival- 8:30AM
Exam- 9:00AM

August 20, 2011
Children’s Dyslexia Center of Nashua
200 Main St
Nashua, NH 03060
978-844-6470
Arrival- 9:30AM
Exam- 10:00AM